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FR 340 – Introduction to French Literature



Giuseppe Arcimboldo,
The Librarian (1566); [Site](#)

« La lecture est une amitié. » [Reading is a friendship.]
Marcel Proust (1871-1922), *Sur la lecture*

« Chaque lecture est un acte de résistance. Une lecture bien menée sauve de tout, y compris de soi-même. » [Each reading is an act of resistance. A well-conducted reading saves from everything, including oneself.]

Daniel Pennac (1944-), *Comme un roman*

« La lecture apporte à l'homme plénitude, le discours assurance et l'écriture exactitude. » [Reading maketh a full man, conference a ready man, and writing an exact man.]

Sir Francis Bacon (1561-1626)

COURSE DESCRIPTION:

This course provides an overview of French literature since the Middle Ages to the 20th century. We will learn to read and analyze poetry, drama, and novels in French. But most importantly, we will see that reading has epistemological and ontological, as well as psychological benefits, which can help us write and speak, create and question the world around us. By getting to know others via their ways of thinking and (self-)expressing, we can reflect better on ourselves.

COURSE PURPOSE:

The overall purpose of this course is, therefore, to reflect on the otherness of 'foreign' individual(s)/ideas/texts and uniqueness of the self as we relate to a different culture. This can help us to self-assess our own life, our need or reluctance to read, as well as question our own inclination or avoidance of self-expression through writing and public speaking.

ENDURING UNDERSTANDINGS:

FR340 Introduction to French Literature students will understand that...

- Reading is an analytical and interactive undertaking.
- Reading is a multifaceted activity which leads to the encounter with the Other and the self.
- Reading is an art which can fulfill creative aspirations within us.
- Reading nurtures self-expression.

ESSENTIAL QUESTIONS:

- Why do we read?
- How can we know others and ourselves through reading?
- How can reading be creative?
- How can reading help you write and speak in French?

LEARNING OUTCOMES for FRENCH, GERMAN AND SPANISH 340 courses

GOALS

WITH A DILIGENT EFFORT ON THEIR PART, STUDENTS WILL BE ABLE TO

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|-------------------------|---|
| 1. Communication | <p>1a. demonstrate an ability to read representative examples of authentic literary texts of the various literary genres in relation to their historical and cultural contexts in the target language; identifying the main ideas and supporting details.</p> <p>1b. participate in discussions about literary texts of the target culture; demonstrating a ability to narrate in all major time frames with ease and confidence using connected discourse of paragraph length (Intermediate high).</p> <p>1c. demonstrate an emerging ability to express and negotiate differences of opinions and discuss some topics abstractly.</p> <p>1d. demonstrate an ability to write and describe in the major time frames of past, present and future, producing narration and description which is often but not always of paragraph length and which shows good control of frequently used grammatical structures and generic vocabulary of the target language.</p> <p>1e. write interpretative essays about important literary texts in the target language; applying appropriate literary terminology, locating, evaluating and utilizing secondary sources and demonstrating an emerging ability to develop an argument and construct hypotheses.</p> |
| 2. Cultures | <p>2a. recognize textual genres and movements and articulate their value as aesthetic expressions of personal and collective experiences of the target culture.</p> <p>2b. identify the major traditions of literatures of the target culture and demonstrate an appreciation for the diversity of literary and social voices within those traditions.</p> <p>2c. identify cultural and societal practices and historical perspectives evidenced in various texts of the target culture.</p> |
| 3. Connections | <p>3a. recognize the role of literary texts as diverse expressions of human experience across cultures.</p> <p>3b. demonstrate an understanding of both text and context and a developing awareness of themselves as situated historically and culturally.</p> |
| 4. Comparisons | <p>4a. recognize how various writers and literary texts of the target culture have influenced other writers and cultures, including those of the United States.</p> <p>4b. recognize and compare how writers use the creative resources of language in fiction, poetry, nonfiction prose, and drama to explore the entire range of human experience.</p> |
| 5. Communities | <p>5a. appreciate the knowledge of the target language and culture gained through reading literary texts in the original language.</p> <p>5b. demonstrate an awareness and curiosity for other cultural perspectives.</p> |

GEP Investigation Level Learning Outcomes

Upon completing this requirement, students will be able to:

Humanities	<p>I. Demonstrate an ability to read carefully, speak clearly, think critically, or write persuasively about cultures and cultural works/artifacts (including texts, images, performances, and technologies, as well as other expressions of the human condition).</p> <p>II. Identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works/artifacts.</p> <p>III. Engage a variety of ideas and worldviews critically by formulating reflective and informed moral, ethical, or aesthetic evaluations of cultures and cultural works/artifacts.</p>
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GRADING STRUCTURE:

Your final grade will be calculated according to the following structure:

Class Work:		25%
• Attendance	5	
• Participation	10	
• Interrogation (quiz)	10	
Assignments:		40%
□ <i>Devoir 1</i>	10	
• <i>Devoir 2 + Débat</i>	10 + 5	
• <i>Devoir 3 + Débat</i>	10 + 5	
Final Project:		35%
□ Concept/ Argument map	10	
□ Oral (PPP) Presentation	10	
□ Essay & Bibliography	15	
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Total	100 pts.	100%

GRADING SCALE:

	89-87 B+	79-77 C+	69-67 D+	
93 A	86-83 B	76-73 C	66-63 D	59 and under F
92-90 A-	82-80 B-	72-70 C-	62-60 D-	

GRADING POLICY:

I will be using a **non-competitive grade scale**. In other words, the grade you get will not depend on how well others in the class have done. Your grade is based on your mastery of each of the required tasks; you decide for yourself how hard you want to work. Every student in this course can receive an “A” if she or he does the assigned tasks diligently and thoroughly and if they make progress in their own work.

REQUIRED READINGS:

<u>TEXT RENTAL:</u>	<i>Littérature, tome 2</i> Bordas [204028477X] <i>Grammaire à l'œuvre</i> , 5 ed., by John Barson [0030723949]
<u>TEXT PURCHASE:</u>	<i>Bonjour Tristesse</i> de Françoise Sagan [0685239276] <i>Le Bourgeois gentilhomme</i> de Molière [2035834163]

ASSIGNMENTS:

I. CLASS WORK (25%)

1. **Attendance:** This class will move at a brisk pace. If you **MUST** be absent, let me know in advance; you will need to provide a written proof for your absences. Take down the e-mail address of several classmates so that you can inquire about assigned readings and material that you miss. *I will not respond to emails asking me what the next assignment is.*

All the assigned readings must be read carefully. Take notes and write down questions while you read in order to ask them during class discussions. Check our course D2L site for reading handouts and other homework assignments.

2. **Participation:** This class requires active engagement with the material: all students are expected to come to class well-prepared and to participate regularly in class discussions. *The course's success depends on your active participation!*
3. **Interrogation (Quiz):** Tuesday, September 20th, 2016, in class. It will take place after the introductory portion of the course and will test your knowledge of literary vocabulary and your ability to identify literary movements and genres as well as narrative techniques covered in class.

II. ASSIGNMENTS (40%)

1. **Commentaire composé** of one of the poems studied in class: 2+ pages (500+ words), typed, double space. Due date – Monday October 10th, 2016 by 7 pm.
2. **Concept map** for the class debate on Molière's *Le Bourgeois gentilhomme*. Due date – Wednesday, November 2nd, 2016 by 7 pm.
Commentaire composé of Molière's *Le Bourgeois gentilhomme*: 2+ pages (450+ words), typed, double space. Due date – Friday, November 11th, 2016 by 7 pm.
3. **Argument map** for the class debate on Sagan's *Bonjour, tristesse*. Due date – Wednesday, November 30th, 2016 by 7 pm.
Commentaire composé on Françoise Sagan's *Bonjour, tristesse*. Due date – Tuesday, December 6th; 2016 by 9:30 am.

Before turning in each written assignment, check:

- Spelling and accents, gender and verb conjugation; agreements between nouns and adjectives, subjects and verbs.
- Organization and development of your ideas.
- Interesting title & citation of your sources in the MLA format, 7th edition (if necessary)

Keep in mind that:

- **Electronic submission is mandatory.**
- You must upload your papers in D2L Dropbox. Our course D2L Dropboxes are linked to Turnitin.com (anti-plagiarism software).

III. FINAL PROJECT (25%)

1. Visual representation of your argument/position (**concept or argument map**)
2. **Oral Presentation** (7-10 minutes) & **PPP Presentation** (3-4 slides, optional)
3. **Essay:** 2-3 pages (500-750 words), typed, double space.

The seminar's final project will allow you to use all of your abilities in a comprehensive manner: **reading, writing, speaking, and listening in French**. This is a research project targeting your critical thinking skills and communication skills as you will ponder on the future of reading as an intellectual practice and see what current scholarly articles are written on this subject, as well as what role reading plays in your life (concrete examples, please). First, you will map your ideas by using a concept or an argument map, then you will write an essay with supporting evidence (make sure to format your bibliography accordingly!), prepare an oral presentation to go along with the essay. You can also create a PowerPoint presentation (or a Prezi) to accompany your oral presentation. After the oral presentation, be ready to answer your peers' questions.

SPECIAL EVENT: Book Fair at the UWSP Library (*La Foire aux Livres*) – October 11th, 2016 in LRC 107

During our visit to the library, we will see many French books and films the library holds. You will explore some of the books and present your findings to your classmates. More detailed instructions will be given on the day of the visit.

POLICIES AND OTHER CONSIDERATIONS:

I. UWSP COMMUNITY BILL OF RIGHTS AND RESPONSIBILITIES

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP.

For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

II. AMERICANS WITH DISABILITIES ACT

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library).

You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

III. ACADEMIC HONESTY:

Your work must be just that, **your** work. If, at any point, you borrow a passage or an idea (!) from one of the course texts, or any other respectable sources (books, [on-line] journals and magazines, etc.), you **must attribute** that material and **give a clear citation** in MLA format (7th edition). Remember that professors and UWSP overall take plagiarism very seriously and penalties for being caught can be very severe.

Use of Google Translate or other translating software: Although it can be a useful tool on occasions, you need to write in French yourself in order to get the best learning results possible from your education.

COURSE SCHEDULE:

S1	ma	6/9	Course Introduction & Visual Thinking
	j	8/9	Literary genres and vocabulary
S2	ma	13/9	Figures of speech and rhetorical and narrative strategies
	j	15/9	Literary movements
S3	ma	20/9	Quiz
	j	22/9	Poetry – Introduction
S4	ma	27/9	Poetry – <i>Le romantisme</i>
	j	29/9	Poetry – <i>La modernité et la révolte</i>
S5	ma	4/10	Poetry – <i>La poésie contemporaine</i>
	j	6/10	Devoir écrit # 1 – Commentaire composé d’un poème
S6	ma	11/10	Book Fair & Final Project Practicum (Library LRC 107)
	j	13/10	Theater – Introduction
S7	ma	18/10	<i>Le Bourgeois gentilhomme</i> (Acte I)
	j	20/10	<i>Le Bourgeois gentilhomme</i> (Acte II)
S8	ma	25/10	<i>Le Bourgeois gentilhomme</i> (Acte III)
	j	27/10	<i>Le Bourgeois gentilhomme</i> (Acte IV)
S9	ma	1/11	<i>Le Bourgeois gentilhomme</i> (Acte V)
	j	3/11	Carte conceptuelle + débat en classe
S10	ma	8/11	Devoir écrit # 2 Commentaire composé du <i>Bourgeois gentilhomme</i>
	j	10/11	Novel – Introduction & <i>Bonjour, tristesse</i> (7-18)
S11	ma	15/11	<i>Bonjour, tristesse</i> (19-67)
	j	17/11	<i>Bonjour, tristesse</i> (71-116)
S12	ma	22/11	<i>Bonjour, tristesse</i> (117-154)
	j	24/11	THANKSGIVING
S13	ma	29/11	La pensée critique et les cartes argumentaires
	j	1/12	Carte argumentaire + débat en classe
S14	ma	6/12	Devoir écrit # 3 : Commentaire composé de <i>Bonjour, tristesse</i>
	j	8/12	Final Project Practicum (Computer Lab - TBA): “The Future of Reading”
S15	ma	13/12	<u>Students’ Final Projects</u>
	j	15/12	<u>Students’ Final Projects</u>

**No final exam but the final submission of the essay & map is on
Friday, December 16th between 08:00 and 10:00 A.M.**

N.B. This is a tentative schedule - changes may be needed during the semester.